

**Program Description/Textbook or Print Instructional Material**  
*All blank entries due to lack of information provided by the publisher.*

|                                |   |
|--------------------------------|---|
| <b>Vendor</b>                  | Thomson Learning/Heinle   |
| <b>Web URL</b>                 | <a href="http://www.worldlanguages.heinle.com">http://www.worldlanguages.heinle.com</a> |
| <b>Title</b>                   | Quant a moi   |
| <b>Author</b>                  | Bragger/Rice  |
| <b>Copyright Date</b>          | 2005  |
| <b>ISBN</b>                    | 0-838-46043-7   |
| <b>Edition</b>                 | 3   |
| <b>Course/Content Area</b>     | AP French 4 and 5/World Languages   |
| <b>Intended Grade or Level</b> | 9-12  |
| <b>Readability Level</b>       | Intermediate  |
| <b>List Price</b>              | 70.95   |
| <b>Lowest Wholesale Price</b>  | 52.50   |

**The Kentucky Department of Education must receive a copy of the alternative format if the instructional material is placed on the State Multiple List.**

**Level of Accommodations**

If Level Two or Level Three, please provide rationale for not meeting Level One Compliance

Rationale Advanced Placement enrollments do not justify cost expenditure.

## FEATURES

**Disclaimer**

The features of each book or program were developed by the publisher and do not reflect the opinion of the State Review Team, State Textbook Commission, or of the Kentucky Department of Education.

**Content**

Now in full-color, chapter photos, maps, ads, and readings provide a virtual tour of the countries and cultures of the Francophone world. A new section in chapter openers entitled Documents déclencheurs, introduce the chapter topics through a variety of visual and written texts that students are asked to examine. The popular Temoignages sections

students are asked to examine. The popular French language sections include more emphasis on pre- and post-reading activities.

### **Student Experiences**

Additional grammar support involves incremental practice and more pair and group work. New readings with more pre- and post-activities are more accessible and appropriate for students at the intermediate level. Unique to QUANT A MOI...is the program structure: students use the MANUEL DE PREPARATION outside of class to refine grammatical competence, develop writing skills, and work on reading and listening comprehension, thus allowing class time to be devoted to meaningful communicative activities.

### **Assessment**

QUANT A MOI...is written for intermediate courses that emphasize meaningful in-class communication and in-depth exploration of Francophone cultures. It utilizes an easy-to-use Manuel de preparation for independent grammar review and practice, allowing class time to be devoted to the culturally rich communicative activities found in the student textbook.

### **Organization**

A new scope and sequence streamlines the number of chapters to six, while integrating expansion material throughout each chapter.

### **Resource Materials**

Gratis Items to be provided and under what conditions -

Audio-enhanced Testbank on CD-ROM (0838460534) Free 1 per teacher; Instructors Annotated Edition (with audio CD) (0838460518) Free 1 per teacher; Video on VHS (0838460542) Free 1 per teacher; Workbook/Lab Manual (0838460526) Free 1 per teacher

### **Available Ancillary Materials**

**Research Data and Evidence of Effectiveness**

Disclaimer: The research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, State Textbook Commission, or the Kentucky Department of Education

Note: Please complete this section by indicating the research data and evidence of effectiveness, or give a web site where the information is located. If there is no research data and evidence of effectiveness, please indicate "not available".

**Research Available**

If yes, provide information below.

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July19-23, 2004. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

|                       |                             |                           |         |
|-----------------------|-----------------------------|---------------------------|---------|
| <b>Title</b>          | <b>Quant a Moi</b>          |                           |         |
| <b>Publisher</b>      | Thomson Learning/Heinle     |                           |         |
| <b>Item Evaluated</b> | Text, Prep Bk, WB, Audio CD |                           |         |
| <b>Content Level</b>  | AP Fr 4/5                   | <b>Copyright Date</b>     | 2005    |
| <b>ISBN</b>           | 0-8384-6043-70-8384-6043-7  | <b>Date of Evaluation</b> | 7-23-04 |

**Recommended YES**

**Publisher's Explanation of Reviewer's Comments:**

**Technology Strengths**

CD-Rom tests provided speaking section in addition to other skill ????

**Instruction & Assessment Strengths**

a variety of language registers given in discussion of structures

**Organization & Structure Strengths**

audio CD parts-have exercises in text and other of different nature in WB

**Resource Materials Strengths**

Provides a variety of accents for Francophone world prep manual (WB)  
allows for grammar prep outside of class to allow class time for more

**Technology Weaknesses**

**Instruction & Assessment Weaknesses**

**Organization & Structure Weaknesses**

**Resource Materials Weaknesses**

initial review of all components was confusing as to how to coordinate, in what order, etc

**Technology Comments**

Questions to video are only online.

**Equipment**

|                 |     |           |     |        |    |       |     |
|-----------------|-----|-----------|-----|--------|----|-------|-----|
| Windows         | Yes | Macintosh | Yes | CD ROM | No | Sound | Yes |
| Equipment Other |     |           |     |        |    |       |     |

**Grade Level**

|         |    |              |    |        |    |      |     |
|---------|----|--------------|----|--------|----|------|-----|
| Primary | No | Intermediate | No | Middle | No | High | Yes |
|---------|----|--------------|----|--------|----|------|-----|

**Audience**

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

|            |     |             |     |             |     |
|------------|-----|-------------|-----|-------------|-----|
| Individual | Yes | Small Group | Yes | Large Group | Yes |
|------------|-----|-------------|-----|-------------|-----|

**Format**

|                         |    |            |     |              |     |
|-------------------------|----|------------|-----|--------------|-----|
| Stand Alone/Independent | No | Integrated | Yes | Supplemental | Yes |
|-------------------------|----|------------|-----|--------------|-----|

**Cost**

|                 |  |                |  |
|-----------------|--|----------------|--|
| Single Copy     |  | School Version |  |
| Network Version |  | Online         |  |
| Site License    |  | Lab Pack       |  |

**Type of Software**

|                   |    |                    |    |                    |    |
|-------------------|----|--------------------|----|--------------------|----|
| Simulation        | No | Tutorial           | No | Critical Thinking  | No |
| Management        | No | Exploratory        | No | Utility            | No |
| Interdisciplinary | No | Creativity         | No | Type of Software - |    |
| Problem Solving   | No | Drill and Practice | No | Other              |    |

**Management**

|   |   |
|---|---|
|   | Allows customizing for individual learning needs      |
| 2 | Allows Students to exit and resume later              |
| 3 | Keeps student's performance record, where needed      |
|   | Allows control of various aspects of software (sound) |
| 3 | Allows printed reports                                |

**Presentation/Interface**

|   |  |
|---|--|
| 4 | Presents material in organized manner                      |
| 4 | Consistent, easy-to-use, on-screen instructions            |
| 4 | Developmentally correct presentation/ format               |
| 2 | Adapts to different learning styles/multiple intelligences |
| 2 | Accessible for special needs students                      |
| 4 | Runs smoothly, without long delays                         |
| 4 | Easy-to-view text and graphics                             |
| 4 | Easy-to-hear and understand sounds                         |
| 4 | Avoids unnecessary screens, sounds, and graphics           |
| 4 | Provides immediate, appropriate feedback                   |
| 3 | Presentation/Interface Comments                            |

|                                      |                 |                 |
|--------------------------------------|-----------------|-----------------|
| <i>Rating</i>                        | <i>Strength</i> | <i>Weakness</i> |
| <b>Identifies a Sense of Purpose</b> |                 |                 |

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

| <i>Rating</i>  | <i>Strength</i>  | <i>Weakness</i> |
|--|--|-----------------|
| 4  | goals on 1st page of chapter   |                 |
| <b>Provides Guiding Questions and Instructional Objectives</b>   |  |                 |
| 4  | goals on 1st page of chapter   |                 |
| <b>Develops and Builds on Student Ideas</b>  |  |                 |
| 4  | student input central to many activities                             |                 |
| <b>Encourages student to become an independent learner (performer, creator, speaker)</b>   |  |                 |
| 4  | much of WB is to be done independently before class                  |                 |
| <b>Assesses Student Progress – Commonwealth Accountability Testing System (CATS) “like” Assessment is provided. Variety of Assessments (diagnostic, formative, Summative, open response, multiple choice, individual, small group, oral demonstrations, presentations, portfolio prompts) is included, Performance assessment opportunities are also included.</b> |  |                 |
| 4  | most activities and test items lend themselves to adaptation         |                 |
| <b>Enhances the Learning Environment</b>   |  |                 |
| 4  | engaging format conducive to retaining student interest and learning |                 |
| <b>Reading level appropriate for interest and ability level of intended student group; level remains consistent throughout</b>   |  |                 |
| 4  | wide range of contemporary topics                                    |                 |
| <b>Includes activities and opportunities for integration of technology</b>   |  |                 |
| 4  | ample variety online   |                 |
| <b>Reflects research-based practices (e.g. hands-on activities, technology, problem-solving situations) engaging students and promoting student thinking</b>   |  |                 |
| 4  | many open-ended exercises allow for this                             |                 |
| <b>Is aligned to the Program of Studies and Core Content for Assessment</b>  |  |                 |
| 4  | done access to language functions                                    |                 |
| <b>Includes opportunities for writing (reviews / personal response / reflection)</b>   |  |                 |
| 4  | some writing usually involved in each part                           | Quant a moi     |

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

| <i>Rating</i>   | <i>Strength</i>  | <i>Weakness</i>  |
|---|--|--|
| <b>Language skills (listening, speaking, reading, writing) balanced and integrated within each lesson.</b>  |  |  |
| 4   | Nice balance of skills                                   |  |
| <b>Students are given opportunities to communicate in target language in contextual, meaningful, and authentic situations for interpersonal, interpretive, and presentational modes/purposes.</b> |  |  |
| 4   | Variety in modes & skill areas                           |  |
| <b>Materials provide opportunities for students to express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreements. (1.1.B1)</b>                     |  |  |
| 4   | Done access to language functions                        | Done access to language functions                                  |
| <b>Materials provide opportunities for students to respond to one-on-one interactions, simple questions and simple requests. (WL – 1.1.B2)</b>  |  |  |
| 4   | Student central to many activities                       |  |
| <b>Materials provide opportunities for students to incorporate appropriate gestures in conversations.</b>   |  |  |
| 2   |  | Seen in video, randomly and not explicitly pointed out             |
| <b>Materials provide opportunities for students to create descriptions within contexts. (WL – 1.1.B6)</b>   |  |  |
| 4   | Prompts from readings and personal situations            |  |
| <b>Materials provide opportunities for students to exchange information with peers and others. (WL – 1.1.B7)</b>  |  |  |
| 2   | Each chapter has several pair/slave/group exercises      |  |
| <b>Materials provide opportunities for students to use different ways to express the same idea WL – 1.1.03</b>  |  |  |
| 4   | Done across skill areas and different topics             |  |
| <b>Materials provide opportunities for students to understand and interpret written and spoken language on a variety of topics.</b>   |  |  |
| 4   | Strong interesting texts and variety in interviews on CD |  |
| <b>Materials provide opportunities for students to respond appropriately to familiar directions, instructions and commands. (WL – 1.2.B1)</b>   |  |  |
| 4   | Many are central to student's taking the floor           |  |
| <b>Materials provide opportunities for students to identify and use some aural, visual and contextual clues to derive meaning. (WL 1.2.B4)</b>  |  |  |
| 4   | Done in text, on CD, in video                            | Exercises prepared or video are on line and not in print materials |

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

| <i>Rating</i>   | <i>Strength</i>                           | <i>Weakness</i>                                      |
|---|---|--|
| <b>Materials provide opportunities for students to identify main ideas and key words in level appropriate speech and print material. (WL 1.2.B7)</b>                                    |   |  |
| 4   | Variety of readings is strong             |  |
| <b>Materials provide opportunities for students to present prepared material (e.g., poems, dialogues, songs) to audiences. (WL – 1.2.B3)</b>  |   |  |
| 3   | Strong on dialogs                         | Poems/songs prepped by teacher                       |
| <b>Materials provide opportunities for students to summarize main ideas of selected authentic and/or contextualized materials (e.g., stories, TV commercials) (WL – 1.3.B7)</b>         |   |  |
| 4   | Wide range in choices                     |  |
| <b>Materials provide opportunities for students to narrate events using some temporal expressions (e.g., tell what they are going to do for their birthday).</b>                        |   |  |
| 4   | Accurate to language functions/situations |  |
| <b>Textbook/instructional material is organized according to the natural acquisition of language through function.</b>  |   |  |
| 3   | 3   | 3  |
| <b>Emphasis is placed on lifelong learning by suggesting uses of the target language for personal enjoyment and enrichment.</b>   |   |  |
| 4   | Contemporary nature of topics is engaging |  |
| <b>Students are given opportunities to gain knowledge and understanding of other cultures, as well as their own.</b>  |   |  |
| 4   | Strong in presenting Francophone culture  |  |
| <b>Cultural information is authentic and current.</b>   |   |  |
| 4   | Evident in selection of text and visuals  |  |
| <b>Cultural information reflects the diversity within the cultures (e.g. race, economics, political, social).</b>   |   |  |
| 4   | Wide range from Francophone culture       |  |
| <b>Cultural information is presented in the target language whenever possible.</b>  |   |  |
| 4   | Most readings in French                   |  |
| <b>Material integrates Arts and Humanities when possible.</b>   |   |  |
| 3   |   | Usually literary; painters' bridges were superficial |
| <b>Material provides opportunities for students to develop an understanding of the relationships between the products and perspectives of the culture by students opportunities to:</b> |   |  |

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time



| <i>Rating</i>   |   | <i>Strength</i>  | <i>Weakness</i>   |
|---|---|--|---|
| Yes   | <i>Identify common words, phrases and idioms</i>  | Yes  | <i>Identify social, geographic, political factors that impact cultural practice</i> |
| Yes   | <i>Identify commonly held generalizations about target culture</i>  | Yes  | <i>Identify differences and similarities among same-language cultures</i>           |
| Yes   | <i>Identify products, expressive forms, contributions, objects, images, and symbols of target culture</i> |  |   |
| 4   |   | Strong in variety and range  |   |
| <b>Cultural information reflects the influence of the target culture in the United States and around the world.</b> |   |  |   |
| 4   |   | Francophone culture of world and U.S.  |   |
| <b>Content reinforces knowledge of other disciplines through the target language.</b>                               |   |  |   |
| 4   | 4   | 4  | 4   |
| <b>Linguistic connections are made among languages.</b>   |   |  |   |
| 3   |   |  | Not always explicit   |
| <b>Structural patterns are identified in both the target language and the student's own language.</b>               |   |  |   |
| 4   |   | Done well in workbook w/pre and post - tests   |   |
| <b>Historical connections are made among languages.</b>   |   |  |   |
|   |   |  | Don't recall any discussion of etymological development                             |
| <b>Materials provide connections with target culture through technology media, and authentic resources.</b>         |   |  |   |
|   |   | Good to see and hear others from beyond France speaking French in a variety of accents |   |

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

**Description of Gratis Items****KY-2C****All blank entries due to lack of information provided by the publisher.**

|   |  |
|---|--|
| <b>Company</b>  | Thomson Learning/Heinle                                      |
| <b>Title of Textbook or Program<br/>Bid</b>               | Quant a moi  |
| <b>Prepared By</b>  | Libby Schmitz  |
| <b>Date</b>   | 5/24/2004  |
| <b>ISBN (Item 1)</b>                                      | 0-838-46053-4  |
| <b>Copyright Date</b>                                     | 2005   |
| <b>Title of Item</b>                                      | Audio-enhanced Testbank on CD-ROM - Quant a moi              |
| <b>If packet, list the contents</b>                       |  |
| <b>Description of Items<br/>including Packet Contents</b> | CD-ROM   |
| <b>Current Catalogue Price</b>                            | \$50.00  |
| <b>ISBN (Item 2)</b>                                      | 0-838-46051-8  |
| <b>Copyright Date</b>                                     | 2005   |
| <b>Title of Item</b>                                      | Instructor's Annotated Edition (with Audio CD) - Quant a moi |
| <b>If packet, list the contents</b>                       |  |
| <b>Description of Items<br/>including Packet Contents</b> | Book with CD-ROM   |
| <b>Current Catalogue Price</b>                            | \$50.00  |
| <b>ISBN (Item 3)</b>                                      | 0-838-46054-2  |
| <b>Copyright Date</b>                                     | 2005   |
| <b>Title of Item</b>                                      | Video on VHS - Quant a moi                                   |
| <b>If packet, list the contents</b>                       |  |
| <b>Description of Items<br/>including Packet Contents</b> | Video Cassette Tape  |

|   |                                   |
|---|-----------------------------------|
| <b>Current Catalogue Price</b>                            | \$26.25                           |
| <b>ISBN (Item 4)</b>                                      | 0-838-46052-6                     |
| <b>Copyright Date</b>                                     | 2005                              |
| <b>Title of Item</b>                                      | Workbook/Lab Manual - Quant a moi |
| <b>If packet, list the contents</b>                       |                                   |
| <b>Description of Items<br/>including Packet Contents</b> | Bound Book                        |
| <b>Current Catalogue Price</b>                            | \$38.50                           |